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ABSTRACT

This manual contains the Cultural Competence Self-Assessment Questionnaire (CCSAQ), a measure designed to assist service agencies working with children with disabilities and their families in self-evaluation of their cross-cultural competence. The measure is based on the Child and Adolescent Service System Program Cultural Competence Model. This model describes cultural competency in terms of four dimensions: attitude, practice, policy, and structure. Introductory material notes ways the CCSAQ has been used to identify an agency's cultural competence training needs in a variety of agencies in seven states. Individual sections of the manual provide information on the application and administration of the measure, its outcomes, its reliability, its content validity, the scoring guide, and presentation of resulting data in a comprehensible format. Implications for training are discussed. Appendices include two different versions of the questionnaire--one for direct service providers and one for administrative staff. The measure contains questions in the following areas: knowledge of communities; personal involvement; resources and linkages; staffing; service delivery and practice; organizational policy and procedures; and reaching out to communities. Also included is a scale for collecting demographic information. (Contains 31 references.) (CR)

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CULTURAL COMPETENCE SELF-ASSESSMENT QUESTIONNAIRE

A Manual for Users

Research and Training Center on Family Support
and Children's Mental Health
Portland State University

EC 305015

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CULTURAL COMPETENCE SELF-ASSESSMENT QUESTIONNAIRE

A Manual for Users

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TABLE OF CONTENTS

	Page
Acknowledgments	1
Introduction	3
Historical	4
Application	4
Administration	5
Outcomes	6
Reliability	7
Content Validity	7
Scoring Guide	8
Prototypical Tables, Charts, Graphs, and Narratives	9
Implications for Training	9
Practical Considerations	10
References	13
Appendix A: Cultural Competence Self-Assessment Questionnaire/Service Provider Version	17
Appendix B: Cultural Competence Self-Assessment Questionnaire/Administration Version	29
Appendix C: Cultural Competence Self-Assessment Scale/Demographic Information	41
Appendix D: Subscale Analyses	45

Acknowledgments

The development and refinement of any assessment measure requires the support of many individuals. The Cultural Competence Self-Assessment Questionnaire (CCSAQ) is no exception. Before "cultural competence" was conceptualized in the professional literature, many people worked to lay the foundation for the model and subsequently the Cultural Competence Self-Assessment Questionnaire. The concept, however, has come into greater prominence in recent years as social and human service delivery systems have been required to more effectively serve diverse children, families and communities (Cross, Bazron, Dennis & Issacs, 1989; Pinderhughes, 1989; Sue & Sue, 1990; Lum, 1992).

The Child and Family Branch of the Center for Mental Health Services (CMHS), Substance Abuse and Mental Health Services Administration (SAMHSA) and the National Institute of Disability Rehabilitation Research (NIDRR) have mandated that cultural competence be manifested in systems of care for children, youth, and their families. Hence, the CCSAQ was developed in recognition of the efforts to make services more culturally competent. It is important that people from many organizations be acknowledged for their commitment to effective and relevant service delivery. Recognition must also be extended to other organizations and their staff who participated in various surveys, focus groups, and product reviews and who contributed considerable time in the refinement of the items and subscales which reflect various aspects of the CASSP Cultural Competence Model.

Among the organizations which helped define specific behaviors consistent with the CASSP model and relevant empirical and theoretical literature include:

- Portland Research and Training Center on Family Support and Children's Mental Health, Portland State University, Portland, Oregon:
  - National Advisory Committee;
  - National Research Consulting Group;
- CASSP Technical Assistance Center Minority Resource Committee, Georgetown University, Washington, DC;
- Northwest Child Welfare Leadership Institute, University of Washington, Seattle, Washington;
- State Mental Health Representatives for Children and Youth, Washington, DC;
- National Association of State Alcohol and Drug Administration Directors (NASADAD), Washington, DC;
- National Indian Child Welfare Association, Portland, Oregon; and
- Multicultural Educational Research and Training Institute (MERTI), New York.

Pilot sites which helped to identify the basic psychometric properties of the scale include: The Management Team of the Washington State Division of Mental Health; the Children and Youth Services Administration in the District of Columbia; the South Carolina

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It is also important to recognize all of the graduate students, research assistants, project associates, academicians, researchers, professionals, consumers, families, advocates and others who continue to work to assure that health and human services are culturally competent and relevant to culturally-, ethnically-, and racially-diverse populations.

James L. Mason
April, 1995

CULTURAL COMPETENCE SELF-ASSESSMENT QUESTIONNAIRE

A Manual for Users

Introduction

In response to the growing body of literature promoting culturally competent systems of care, the Portland Research and Training Center developed the Cultural Competence Self-Assessment Questionnaire (CCSAQ). The CCSAQ is based on the Child and Adolescent Service System Program (CASSP) Cultural Competence Model (Cross, Bazron, Dennis & Isaccs, 1989). This model describes competency in terms of four dimensions: attitude, practice, policy, and structure. The instrument helps child- and family-serving agencies assess their cross-cultural strengths and weaknesses in order to design specific training activities or interventions that promote greater competence across cultures. As cultural training activities are developed, it is important that they be relevant to the audience, respect within- and between-group differences and acknowledge the present level of competence of professionals, agencies and systems.

The United States is rapidly becoming more racially and culturally diverse (Ponterotto & Casas, 1990). One impact of this diversification is that mental health and other professionals must consider how culture influences the perception of mental illness and mental health (Sue & Sue, 1990; Ho, 1987, 1992; Cross, et al., 1989); help-seeking practices and resources (Neighbors & Taylor, 1985; Gary, 1987; Green, 1982; Pinderhughes, 1989; Lum, 1992); and credible services and providers (Owan, 1982; Zane, Sue, Castro, & George, 1982; Solomon, 1987; Slaughter, 1988).

When culture is ignored, barriers to effective services may emerge. For example, culturally diverse populations often face barriers such as out of home placements and more restrictive settings (Cross, et al., 1989; Sue & Sue, 1990; Lum, 1992; Green, 1992; Isaacs, 1986; Katz-Leavy, Lourie & Kaufman, 1987; Knitzer, 1982); culturally-biased diagnostic and assessment procedures (Ho, 1987, 1992; Sue & Sue, 1990; Flaskerud, 1986; Chin, 1983; Ponterotto & Casas, 1990; Solomon, 1987); and professionals who may be well-intentioned but who have not been trained to work with culturally diverse populations (Woody, 1991; Atkinson & Hackett, 1988; Lum, 1992; D'Andrea, Daniels & Heck, 1991; LaFromboise & Foster, 1989; Gallegos, 1982; Chau, 1991). The negative impact of each of these issues is compounded because professionals of color and professionals trained to work specifically with diverse populations are not increasing commensurate with growth rates of the diverse groups (Ponterotto & Casas, 1990; Isaacs & Benjamin, 1991; Persico, 1990). Moreover, while many programs seek to deliver services in a culturally competent way, there are few systematic approaches to evaluating a worker's preparation for working cross-culturally (Mason, 1988; Cross, et al., 1989; Woody, 1991; D'Andrea, Daniels & Heck, 1991).

Historical Overview

While designed for use in child and adolescent mental health systems, the CCSAQ has been applied in other human service disciplines such as maternal and child health, alcohol and drug abuse treatment, child welfare, juvenile justice, public health, and education. In each instance, the measure was utilized to identify the organization's cultural competence training needs in such areas as: (a) improving service delivery to culturally diverse populations; (b) identifying cross-cultural strengths that currently exist within an organization, system, or network of professionals; and (c) focusing on beneficial training topics for providers of services. While this tool is intended to assist service providers who work with groups of color, it will also have applicability to other diverse groups as well.

The CCSAQ has proven useful in a variety of organizations around the country. In several instances, the sample population consisted of attendees at local, regional, or national conferences. In some of these sites, the measure was used prior to the conference to help identify the general training needs of the group. In some cases, the assessment was completed early enough so that relevant curricula could be prepared and included in the conference. At other sites, the measure was used to establish a baseline which could later be compared to subsequent assessments of the same group.

The CCSAQ was also demonstrated at the local agency- or system-level in children's mental health and other child and family service settings (e.g., child welfare or juvenile justice systems) in Oregon, New York, Arizona, North and South Carolina, Pennsylvania, and Illinois. At these sites, analysis of the CCSAQ was based on the entire network of provider agencies and reported as an aggregate. The analysis was then used to develop cultural competence plans for the aggregate group. For a few of these sites, however, an additional analysis was conducted on smaller units (sub-samples) such as departments within an organization. These smaller units of analyses are usually avoided to prevent unfair and inappropriate comparisons across individuals or departments. When utilized at the state or regional level, the goal of analysis was to help service delivery bureaucracies identify their cultural competence training needs as well as identify ways in which cultural competence could be manifested.

Application

There are two versions of the Cultural Competence Self-Assessment Questionnaire. One version is for use with direct service providers and the other is for administrative staff. These different versions of the CCSAQ are useful when designing specific training interventions for either administrative or service-level personnel. Comparing results from direct service providers with those gathered from administrators can help clarify perspectives between them regarding staff and board composition, agency policy, practice

procedures, cultural group characteristics and client demographics, community-based resources and linkages and community involvement.

Administration of the CCSAQ in a variety of organizational settings has led to several conclusions: (1) many areas of cross-cultural training could be addressed by people with expertise who are already within a system; (2) one intervention does not fit all situations; and (3) hidden resources such as diverse linguistic and religious insights, information about culturally-specific belief systems and protocols or experience in ethnic environments can be identified as a part of the analysis process. An equally important aspect of the process is that completion of the self-assessment questionnaire is just the beginning for an organization intent upon becoming more culturally competent. It is, in fact, "a means to an end." In most cases, the CCSAQ should be coupled with an activity (i.e., cross-cultural training intervention) so that subsequent measures of the same group reveal some variance or positive change. Therefore, results of the CCSAQ should not be viewed as a static measure but rather should serve as an indication of areas where growth needs to occur.

In planning a training intervention, culturally-informed staff might be used in break-out sessions, panel presentations, brown bag sessions, pre- or in-service activities, or as respondees to presentations made by outside consultants or presenters. This also acknowledges talent that may have been previously overlooked and generates a sense of value for that particular worker. Also, using agency- and community-based resources conserves limited training dollars which can then be used for general sessions or sessions for which outside experts are needed. In any event, in-house personnel may hold hidden talents and should be strongly considered as training resources. Also, the assessment process is optimized when it spans several agencies, enhancing the potential for uncovering cultural training resources or the value of interactive learning.

Administration

The process of self-assessment of cultural competence can be fairly intimidating. Responding to questions about racial and cultural differences can create problems for individuals or an entire staff. These feelings can create tension when agencies and organizations attempt to diversify staff, prepare for cultural competence, or begin to reach out to culturally diverse communities. Because achieving cultural competence is a developmental process, the goal of assessment is not to tell people where they are on a scale, but to inform them where they need to enhance their skills cross-culturally. Moreover, since the CCSAQ is a self-reported measure, the veracity of responses is critical. Therefore, administration of the measure must be preceded by an in-house discussion about the reasons for participation and how each respondent's confidentiality will be assured.

Several key issues should be considered prior to and during the administration of the measure:

1. Stress that there is no way to perform poorly since cultural competence is a developmental process;
2. Assure respondents that the results of the CCSAQ will not be used for comparisons between individuals, programs, or systems; rather, the goal of this effort is to identify the cultural training needs of a particular work force;
3. Stress completeness, asking subjects to respond to every question on the scale to the best of their ability;
4. Utilize the demographic face sheet to identify agency-based cultural strengths which may be overlooked;
5. Track how many questionnaires were distributed and how many were returned; this will allow a return rate to be computed; and
6. Be certain that subject responses remain confidential and cannot be tracked to specific individuals.

Typically, it takes twenty to thirty minutes to complete the CCSAQ; however, some respondents may require an hour. We recommend identifying lead personnel who will be responsible for distribution and collection of the questionnaires. The logistics will vary from site to site; however, careful consideration should be taken (e.g., by a task group) to ensure a smooth process.

Outcomes

The CCSAQ provides a general score based on five subscales. For both service providers and administrative personnel, the subscales include knowledge of community, personal involvement, resources and linkages, staffing, organizational policies and procedures, and reaching out to communities. When analyzed and ranked, the subscales provide information to an organization for establishing training and/or policy and procedural priorities. When examined individually, a subscale can suggest behaviors congruent with the cultural competence model or assess the degree to which specific behaviors routinely occur.

Because there are two versions with many parallel items, comparisons can be made and inferences drawn based on the similarities and differences of perspectives between direct service workers and administrative staff. This facilitates the development of training activities which reflect the experiences and needs of the two levels of personnel.

Reliability

Most of the psychometric analysis for this measure concerned the issue of internal consistency reliability. This type of reliability deals with the extent to which items (i.e., questions) in a scale correlate with one another to measure a specific construct or the degree to which they consistently measure the same phenomenon (Vogt, 1993). Data to address this issue were collected in New York, South Carolina, California, Washington, DC, and Washington state.

Internal consistency is typically assessed by calculating alpha coefficients which can range from .00 to 1.00. Measures of .70 on new measures are deemed respectable (Nunnally, 1978). For the CCSAQ, the majority of subscales have yielded alpha coefficients of .80 or higher. However, the coefficients for one subscale (Personal Involvement) average around .60. While the suggested behaviors in this subscale are quite important, the subscale may be revised or some items eliminated based on subsequent experience by users of the CCSAQ. Since the CCSAQ is a relatively new instrument, analysis of internal consistency is advisable. In settings where more expertise is available, additional psychometric analyses should also be considered.

Content Validity

Vogt (1993) states that content validity is addressed when the items in a scale or measure accurately represent the phenomenon being measured, suggesting that it is not a statistical property as much as it is a qualitative judgment. With respect to the CCSAQ, the author conducted extensive reviews and consulted with acknowledged experts to define subscales, identify item content, and refine item wording.

The development of the CCSAQ began with an extensive review of historic and contemporary literature relevant to the delivery of health and human services. This literature is both research- and theory-based. The general goal of the literature review was to establish convergent theories about what constitutes culturally competent behaviors. After the literature review was conducted, focus groups were convened to discuss the development of subscale items. Focus group members were professionals from the service disciplines of mental health, child welfare, special education, maternal and child health, and alcohol and drug treatment. Academic disciplines which contributed to the development of this measure included social work, anti-bias/discrimination, intercultural communication, race relations, sociology, psychology, cultural anthropology, and public health administration. Based upon comments from these recognized experts, the author constructed items for placement in each of the seven subscales.

The goal of the instrument is to evaluate the degree to which culturally appropriate behaviors were being exhibited by respondents. On one hand, the items describe areas in

which new behaviors can occur; however, in other instances, they suggest ways in which professionals can demonstrate cultural competence.

Steps were taken to assure that the CCSAQ was developed in accordance with the highest standards of instrument construction. As cultural competence becomes more refined, subsequent measures will emerge. These future measures must be developed with even more scientific rigor and normed on an expanded and diverse sample.

The CCSAQ represents a process tool. In the hands of an experienced facilitator, it is a beneficial instrument. With the scaling removed, the items will generate useful discussions of what can be done to stimulate culturally competent practices and behaviors. It is our expectation that the CCSAQ will evolve into a better tool over time with increased utilization.

Scoring Guide

The method of analyzing CCSAQ scores has typically involved descriptive statistics. Because Likert scaling was used instead of nominal scaling, behavioral changes can be measured. Thus, it is necessary to compute item averages and subscale means. These means can then be ranked to determine which items deserve consideration. This method allows for a ranking of subscales to prioritize areas in which interventions will be applied. However, simple ranking may not be totally useful. A discussion about priorities for change by an agency- or system-based work group may be particularly valuable. The group can review the rankings and--based on their knowledge of the area and program in question--place the findings into a site-specific perspective.

The CCSAQ can lead to interventions based on the pre-test analysis or agency-specific goals. The impact of these interventions can then be evaluated with a post-test administration. So, while the tool can be used in a one-shot case study, it seems to have optimal utility when used in pre- and post-test designs.

To analyze the results of the aggregated CCSAQ scores, means are computed for each item and each subscale. This allows an in-house discussion of the analysis that can be translated into specific training approaches. Because there are two versions (Direct Service and Administrator), comparisons can be made so that distinct training tracks can be configured to meet the distinct needs of these two levels of service. In cases where overlapping needs are identified, general sessions can be designed; when the needs are divergent, job-specific interventions can be considered.

When used as a process tool, the items can engender discussions centering around who on a given staff currently engages in certain behaviors. This may stimulate an opportunity to

share cross-cultural successes with colleagues, reflecting a method of identifying in-house training resources that might otherwise be overlooked.

It is certainly possible, however, to look at more intensive forms of analysis that involve bivariate or even multivariate analysis. Tests of significance can be computed on item and subscale means, and comparisons can be made between administrator and direct service provider versions of the CCSAQ. Moreover, tests of internal consistency reliability can be computed by an agency or an organization; given a large sample size, other psychometric tests may be performed. For example, if a pre- and post-test design is used, test-retest reliability can be analyzed. In this instance, correlations with valid or associated measures can be considered or additional evaluations of validity can be examined.

Prototypical Tables, Charts, Graphs, and Narratives

After administration of the CCSAQ, the resulting data should be presented in ways that are comprehensible to a given audience. For some, narratives will be appropriate. For others, charts, tables, and other graphics may be helpful. Tables that have been used with positive results by organizations administering the measure are shown in Appendix D. Bar graphs and pie charts can also be effective in presenting analyses of the CCSAQ. When using the tables, items that score beneath the subscale mean can be identified with an asterisk or shading to stimulate discussion.

In most cases, subscale means can be ranked from low to high and considered by the responding group as topical themes for training. Training interventions could then be developed emphasizing activities for items below the subscale mean. One goal of a training intervention could be to generate positive movement on the cultural competence continuum with respect to a given item or subscale.

Implications for Training

The CCSAQ was designed to aid organizations that wish to consider training and other interventions to improve services to children and families of color. A tenet of the cultural competence model is that professionals can become more culturally competent with training and experience. When an organization identifies the convergent and divergent needs of staff, all agency personnel within an organization can become more accomplished cross-culturally.

The CCSAQ can assist with internal improvements in organizations. For example, the self-assessment process will reveal if certain behaviors, as captured by a given item, are actually occurring. For instance, respondents who reveal that they are reaching out to natural helpers may wish to be identified as in-house resources who can share this

information with colleagues, precluding the need (at least initially) for outside consultation. In this case, two things can be accomplished: the use of in-house resources as training personnel who can disseminate site-specific best practices information, and the acknowledgment of in-house personnel for talents and attributes deemed important by the agency. Thus, the measure can generate greater sharing around cultural issues with respect to the organization's service delivery approaches, while bestowing distinction (and possibly other benefits or compensation) to staff who present relevant information.

The goal of a training intervention after use of the measure is to increase the cultural competence of staff. Moreover, post-test administration of the CCSAQ can be used as a method of evaluating the impact of a given intervention. Trainers can review aggregated results and design presentations and conferences to have the greatest impact for the personnel within the network of provider agencies. One format is interactive, where the facilitator or trainer asks a specific item, allows others in the audience to share their experiences, and develops a menu of strategies that lead to the desired behavior. Trainers can then suggest to administrators and staff the use of literature, program examples, or theorists and consultants that can address specific items.

Practical Considerations

Use of the measure can generate anxiety. Staff may feel intimidated by the questions or wonder what impact their responses will have. It will be important to share with staff that there is no way to perform poorly on the CCSAQ. The instrument is not an aptitude test or a measure of goodness. The administration of the CCSAQ is simply a part of a process attempting to identify cultural blind spots in order to address them. The process should not be experienced as ominous but rather as an endeavor that, at worst, will have benign consequences; at best, consequences of the process can be positive for staff development and the delivery of services to all populations.

It will be important for staff to know why the agency is conducting the assessment, why cultural competence is being pursued, and the agency's commitment to this value. Agencies should circulate this information prior to distribution of the questionnaires. It will be important to explain to prospective respondents the importance of candor because a desire for political correctness or other social acceptability may impact their responses. Therefore, confidentiality must be assured whenever the questionnaire is used.

A central tenet of the CASSP model is that individuals are on different points on the cultural competence continuum and everyone can improve. Therefore, comparisons between individuals and programs should be avoided. The goal for an organization is not to rate individual staff members but rather to help staff determine where they are, where they need to grow in cultural competence and help them gain that competence. Logistics should also be considered, including issues of distribution and collection of survey forms

because this is an area where confidentiality can be breached. Care should be taken to protect the respondents. Assuring workers that they will have the necessary time to complete the survey is also important. Typically, the completion time has averaged around twenty-five (25) minutes. It is important to record the number of forms distributed and collected in order to compute an accurate return rate.

Sampling may also prove to be an issue. In a small organization, the entire staff may be polled. In larger organizations, a preliminary review of completed questionnaires might be helpful to assure that a representative sample can be presumed. Since there are two versions of the CCSAQ, time will need to be taken to consider who gets which version. Staff who do not routinely interact with clients in clinical situations get the administrative version. Administrative support personnel (e.g., clerical and reception staff) as well as auxiliary personnel (e.g., drivers, food preparers, volunteers) get the direct service version.

Part of the survey analysis process includes answering questions related to organizational demographics. The demographic face sheet is designed to help agencies better describe their work force and to identify personnel with cultural expertise who are under-utilized as a training resource.

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APPENDIX A

APPENDIX A

CULTURAL COMPETENCE SELF-ASSESSMENT QUESTIONNAIRE

SERVICE PROVIDER VERSION

This questionnaire is designed to assess cultural competence training needs of mental health and human service professionals. The self-assessment process is used to develop agency-specific training interventions which address cross-cultural weaknesses and build upon cross-cultural strengths of the staff generally and organization specifically. Cultural competence is a developmental process; therefore, the goal is to promote positive movement along the cultural competence continuum. Thus, the assessment should be viewed as an indication of areas in which the agency and staff can, over time, enhance attitudes, practices, policies, and structures concerning service delivery to culturally diverse populations. Your responses are strictly confidential and will solely be used to identify areas in which planned growth and greater awareness can occur.

Instructions: Please circle or otherwise mark the response that most accurately reflects your perceptions. If you have trouble understanding a question, answer to the best of your ability. Feel free to expand your responses or note concerns on the backs of the pages. Inapplicable questions will be statistically eliminated from the analysis. Please keep in mind that there is no way to perform poorly.

KNOWLEDGE OF COMMUNITIES

1. How well are you able to describe the communities of color in your service area?

   NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

2. Please list the cultural group(s) of color who reside in your service area and how much of the overall population this represents:

Group	Percent of Population in Service Area	Percent of Population in State

2a. How well are you able to describe within-group differences?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

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3. How well are you able to describe the strengths of the groups of color in your service area?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

4. How well are you able to describe the social problems of the groups of color in your service area?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

5. To what extent do you know the following demographic characteristics within communities of color in your service area? *(Circle the number of your response for each area.)*

	NOT AT ALL	BARELY	FAIRLY WELL	VERY WELL
• unemployment rates	1	2	3	4
• geographic locations	1	2	3	4
• income differentials	1	2	3	4
• educational attainment	1	2	3	4
• birth/death rates	1	2	3	4
• crime rates	1	2	3	4
• homicide rates	1	2	3	4
• owner occupancy rates	1	2	3	4

6. To what extent do you know the following resources regarding the people of color in your service area? *(Circle the number of your response for each area.)*

	NOT AT ALL	BARELY	FAIRLY WELL	VERY WELL
• social historians	1	2	3	4
• informal supports and natural helpers	1	2	3	4
• formal social service agencies	1	2	3	4
• formal leaders	1	2	3	4
• informal leaders	1	2	3	4
• business people	1	2	3	4
• advocates	1	2	3	4
• clergy or spiritualists	1	2	3	4

7. Do you know the prevailing beliefs, customs, norms and values of the groups of color in your service area?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

8. Do you know the social service needs within communities of color that go unaddressed by the formal social service system?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

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9. Do you know of social service needs that can be addressed by natural networks of support within the communities of color?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

10. Do you know of any conflicts between or within groups of color in your service area?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

11. Do you know the greeting protocol within communities of color?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

12. Do you know the cultural-specific perspectives of mental health/illness as viewed by the groups of color in your area?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

13. Do you understand the conceptual distinction between the terms "immigrant" and "refugee"?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

14. Do you know what languages are used by the communities of color in your area?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

15. Are you able to describe the common needs of people ***of all colors*** in your community?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

PERSONAL INVOLVEMENT

16. Do you attend cultural or racial group holidays or functions within communities of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

17. Do you interact socially with people of color within your service area?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

18. Do you attend school-based meetings that impact people of color in your service area?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

19. Do you attend community forums or neighborhood meetings within communities of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

20. Do you patronize businesses owned by people of color in your service area?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

21. Do you pursue recreational or leisure activities within communities of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

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22. Do you feel safe within communities of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

23. Do you attend interagency coordination (IAC) meetings that impact service delivery in communities of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

24. Do you attend community- or culturally-based advocacy group meetings within communities of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

RESOURCES AND LINKAGES

25. Does your agency work collaboratively with programs that provide . . .

	NOT AT ALL	BARELY	FAIRLY WELL	VERY WELL
• employment training?	1	2	3	4
• educational opportunity?	1	2	3	4
• housing?	1	2	3	4
• alcohol/substance abuse treatment?	1	2	3	4
• maternal and child health services?	1	2	3	4
• public health services?	1	2	3	4
• juvenile justice services?	1	2	3	4
• recreation services?	1	2	3	4
• child welfare services?	1	2	3	4
• youth development services?	1	2	3	4

26. Does your agency have linkages with institutions of higher education (e.g., colleges, universities, or professional schools) that can provide accurate information concerning communities of color?

NONE$_1$ A FEW$_2$ SOME$_3$ MANY$_4$

27. Does your agency have linkages with civil rights, human rights, or human relations groups that provide accurate information concerning populations of color?

NONE$_1$ A FEW$_2$ SOME$_3$ MANY$_4$

28. Does your agency have linkages with the U.S. Department of the Census, local planners, chambers of commerce, or philanthropic groups who can provide you with accurate information regarding populations of color?

NONE$_1$ A FEW$_2$ SOME$_3$ MANY$_4$

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29. Does your agency publish or assist in the publication of information focusing on cultural groups of color?

NONE$_1$ A FEW$_2$ SOME$_3$ MANY$_4$

30. Has your agency conducted or participated in a needs assessment utilizing providers in communities of color as respondents?

NEVER$_1$ ONCE OR TWICE$_2$ A FEW TIMES$_3$ A NUMBER OF TIMES$_4$

31. Has your agency conducted or participated in a needs assessment utilizing consumer or family members of color as respondents?

NEVER$_1$ ONCE OR TWICE$_2$ A FEW TIMES$_3$ A NUMBER OF TIMES$_4$

32. Does your agency have linkages with advocates for communities of color who can provide reliable information regarding community opinions about diverse and important issues?

NONE$_1$ A FEW$_2$ SOME$_3$ MANY$_4$

33. Does your agency conduct open house-type events to which you invite providers, consumers, and others concerned with service delivery to communities of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

34. Does staff utilize cultural consultants who can help them work more effectively within a cultural context?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

35. Does your agency utilize interpreters to work with non-English speaking persons?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

36. Does your agency subscribe to publications (local or national) in order to stay abreast of the latest information about populations of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

37. Does staff have access to culturally-related materials (books, video, etc.)?

NONE$_1$ A FEW$_2$ SOME$_3$ MANY$_4$

38. Do you maintain a personal library with cultural resources?

NONE$_1$ A FEW$_2$ SOME$_3$ MANY$_4$

39. Does agency staff regularly attend cross-cultural workshops?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

40. Are agency staff encouraged to take ethnic studies courses?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

41. Do agency workspaces contain cultural artifacts?

NONE$_1$ A FEW$_2$ SOME$_3$ MANY$_4$

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STAFFING

42. Are there people of color on the staff of your agency?

NONE$_1$ A FEW$_2$ SOME$_3$ MANY$_4$

43. Are there people of color represented in . . .

	NONE	A FEW	SOME	MANY
▸ administrative positions?	1	2	3	4
▸ direct service positions?	1	2	3	4
▸ administrative support positions?	1	2	3	4
▸ operational support positions?	1	2	3	4
▸ board positions?	1	2	3	4
▸ agency consultants?	1	2	3	4
▸ case consultants?	1	2	3	4
▸ (sub)contractors?	1	2	3	4

44. Does your agency . . .

	NEVER	SELDOM	SOMETIMES	REGULARLY
▸ hire natural helpers or other non-credentialed people of color as para-professionals?	1	2	3	4
▸ hire practicum students or interns of color?	1	2	3	4
▸ out-station staff in communities of color?	1	2	3	4
▸ hire bilingual staff?	1	2	3	4

45. Does your agency prepare new staff to work with people of color?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

46. Does your agency provide training that helps staff work with people of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

47. Does your agency emphasize active recruitment of people of color?

NONE$_1$ A LITTLE$_2$ SOME$_3$ A LOT$_4$

48. How well has your agency been able to retain people of color on staff?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

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49. Does your agency staff routinely discuss barriers to working across cultures?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

50. Does agency staff routinely discuss their feelings about working with consumers/co-workers of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

51. Does agency staff routinely share practice-based "success stories" involving people of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

52. Does your agency direct students of color towards careers in human service or related occupations?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

53. Does your agency convene or reward activities that promote learning new languages relevant to the communities of color that the agency serves?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

SERVICE DELIVERY AND PRACTICE (For Direct Service Staff Only)

54. Are you familiar with the limitations of mainstream diagnostic tools as applied to people of color?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

55. Do you discuss racial/cultural issues with consumers in the treatment process?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

56. Do you willingly share information with clients about your personal or professional background?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

57. Do you share some of your personal feelings with clients?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

58. Do you assess client acculturation or assimilation with respect to the mainstream culture?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

59. How well do you use cultural strengths and resources when planning services to clients of color?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

60. Do you use cultural references or historical accomplishments as a source of empowerment for people of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

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61. Do you use treatment interventions that have been developed for populations of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

62. Do your treatment plans contain a cultural perspective (e.g., role of extended family, spiritual/religious beliefs, issues related to the formation of cultural identity) that acknowledges different value systems of people of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

63. Do you advocate for quality of life issues (e.g., employment, housing, educational opportunities) identified as important by communities of color in your service area?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

64. Are you familiar with the use of moderator variables?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

65. Do you use ethnographic interviewing as a technique to gather more accurate information?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

66. Do you use self-disclosure in the treatment process?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

67. Do you encourage the involvement of extended family members or significant others in diagnosis, treatment planning or evaluation of treatment?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

68. Do you see clients outside of your usual office setting?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

69. Do you use clergy or people from the spiritual community to enhance services to people of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

70. Do you dismiss clients that come late for their appointments?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

71. Do you use consumer satisfaction measures to evaluate service delivery?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

72. Do you ensure that clients of color have transportation, child care, and other arrangements which facilitate access to your services?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

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ORGANIZATIONAL POLICY AND PROCEDURES

73. As a matter of formal policy, does your agency . . .

	No Policy	Considering Policy	Currently writing formal Policy	Policy in place
▸ use culture-specific assessment instruments for diagnosis?	1	2	3	4
▸ use culture-specific treatment approaches?	1	2	3	4
▸ envision community empowerment as a treatment goal?	1	2	3	4
▸ review case practice on a regular basis to determine relevancy to clients of color?	1	2	3	4
▸ provide or facilitate child care?	1	2	3	4
▸ provide or facilitate transportation (e.g., bus tickets, ride-sharing)?	1	2	3	4
▸ allow access after regular business hours (e.g., through message-beeper, agreements with crisis-providers, etc.)?	1	2	3	4
▸ specifically consider *culture* in service plans?	1	2	3	4
▸ conduct outreach to community-based organizations, social service agencies, natural helpers, or extended families?	1	2	3	4
▸ take referrals from non-traditional sources?	1	2	3	4
▸ translate agency materials into languages that reflect the linguistic diversity in your service area.	1	2	3	4
▸ solicit input from groups of color with respect to physical plant location and interior design.	1	2	3	4
▸ advocate for a better quality of life for persons of color in addition to providing services.	1	2	3	4

74. In general, how well are policies communicated to agency staff?

Not at all$_1$ Barely$_2$ Fairly Well$_3$ Very Well$_4$

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75. Is information on the ethnicity or culture of clients specifically recorded in your organization's management information system?

NOT AT ALL$_1$ MINIMALLY$_2$ PRETTY WELL$_3$ VERY WELL$_4$

REACHING OUT TO COMMUNITIES

76. How well do you assure that communities of color are aware of your program and the services and resources you offer?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

77. Does your organization or agency reach out to . . .

	NEVER	SELDOM	SOMETIMES	REGULARLY
▸ churches and other places of worship, clergy persons, ministerial alliances, or indigenous religious leaders in communities of color?	1	2	3	4
▸ medicine people, health clinics, chiropractors, naturopaths, herbalists, or midwives that provide services in communities of color?	1	2	3	4
▸ publishers, broadcast or other media sources within communities of color?	1	2	3	4
▸ formal entities that provide services?	1	2	3	4
▸ cultural, racial, or tribal organizations where people of color are likely to voice complaints or issues?	1	2	3	4
▸ business alliances or organizations in communities of color?	1	2	3	4

78. Are people of color depicted on agency brochures or other print media?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

79. Does your agency participate in cultural, political, religious, or other events or festivals sponsored by communities of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

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APPENDIX B

APPENDIX B

CULTURAL COMPETENCE SELF-ASSESSMENT QUESTIONNAIRE

ADMINISTRATION VERSION

This questionnaire is designed to assess cultural competence training needs of human services organizations and administrative staff. The goal of this self-assessment process is used to develop agency-specific training interventions that address cross-cultural weaknesses and build upon cross-cultural strengths of a given organization and its administrative staff. Because cultural competence is a developmental process, the assessment should not be viewed as a static measure but as an indication of areas in which the program and staff can enhance their attitudes, practices, policies and structures as they relate to culturally diverse populations over time. Your responses are strictly confidential and will not result in individual comparisons, but will be used to identify areas in which planned growth and greater awareness can occur.

Instructions: Please circle or otherwise mark the response that most accurately reflects your perceptions. If you have trouble understanding a question, answer to the best of your ability. Feel free to expand your responses or note concerns on the backs of the pages. Inapplicable questions will be statistically eliminated from the analysis. Please keep in mind that there is no way to perform poorly.

KNOWLEDGE OF COMMUNITIES

1. How well are you able to describe the communities of color in your service area?

   NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

2. Please list the cultural group(s) of color who reside in your service area and how much of the overall population this represents:

Group	Percent of Population in Service Area	Percent of Population in State

2a. How well are you able to describe within-group differences?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

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3. How well are you able to describe the strengths of the groups of color in your service area?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

4. How well are you able to describe the social or community problems of the groups of color in your service area?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

5. To what extent do you know the following demographic characteristics within communities of color in your service area? *(Circle the number of your response for each area.)*

	NOT AT ALL	BARELY	FAIRLY WELL	VERY WELL
▸ unemployment rates	1	2	3	4
▸ geographic locations	1	2	3	4
▸ income differentials	1	2	3	4
▸ educational attainment	1	2	3	4
▸ birth/death rates	1	2	3	4
▸ crime rates	1	2	3	4
▸ homicide rates	1	2	3	4
▸ owner occupancy rates	1	2	3	4

6. To what extent do you know the following resources regarding the people of color in your service area? *(Circle the number of your response for each area.)*

	NOT AT ALL	BARELY	FAIRLY WELL	VERY WELL
▸ social historians	1	2	3	4
▸ informal supports and natural helpers	1	2	3	4
▸ formal social service agencies	1	2	3	4
▸ formal leaders	1	2	3	4
▸ informal leaders	1	2	3	4
▸ business alliances	1	2	3	4
▸ advocates	1	2	3	4
▸ clergy or spiritualists	1	2	3	4

7. Do you know the prevailing beliefs, customs, norms and values of the groups of color in your service area?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

8. Do you know the social service needs within communities of color that go unaddressed by the formal social service system?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

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9. Do you know of social service needs that can be addressed by natural networks of support within communities of color?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

10. Do you know of conflicts between or within groups of color in your service area?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

11. Do you know the greeting protocol within communities of color?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

12. Do you know the cultural-specific perspectives of mental health/illness as viewed by the groups of color in your area?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

13. Do you understand the conceptual distinction between the terms "immigrant" and "refugee"?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

14. Do you know what languages are used by the communities of color in your area?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

15. Are you able to describe the common needs of people ***of all colors*** in your community?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

PERSONAL INVOLVEMENT

16. Do you attend cultural or racial group holidays within communities of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

17. Do you interact socially with people of color in within your service area?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

18. Do you attend school-based meetings within communities of color in your service area?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

19. Do you attend community forums or neighborhood meetings within communities of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

20. Do you patronize businesses owned by people of color in your service area?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

21. Do you pursue recreational or leisure activities within communities of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

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22. Do you feel safe within communities of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

23. Do you attend interagency coordination meetings (IAC) that impact service delivery in communities of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

24. Do you attend community- or culturally-based advocacy group meetings within communities of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

RESOURCES AND LINKAGES

25. Does your agency work collaboratively with programs that provide . . .

	NOT AT ALL	BARELY	FAIRLY WELL	VERY WELL
▸ employment training?	1	2	3	4
▸ educational opportunity?	1	2	3	4
▸ housing?	1	2	3	4
▸ alcohol/substance abuse treatment?	1	2	3	4
▸ maternal and child health services?	1	2	3	4
▸ public health services?	1	2	3	4
▸ juvenile justice services?	1	2	3	4
▸ recreation services?	1	2	3	4
▸ child welfare services?	1	2	3	4
▸ youth development services?	1	2	3	4

26. Does your agency have linkages with institutions of higher education (e.g., colleges, universities, or professional schools) that can provide accurate information concerning communities of color?

NONE$_1$ A FEW$_2$ SOME$_3$ MANY$_4$

27. Does your agency have linkages with civil rights, human rights, or human relations groups that provide accurate information concerning populations of color?

NONE$_1$ A FEW$_2$ SOME$_3$ MANY$_4$

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28. Does your agency have linkages with the U.S. Department of the Census, local planners, chambers of commerce, or philanthropic groups who can provide you with accurate information regarding populations of color?

NONE$_1$ A FEW$_2$ SOME$_3$ MANY$_4$

29. Does your agency publish or assist in the publication of information focusing on cultural groups of color?

NONE$_1$ A FEW$_2$ SOME$_3$ MANY$_4$

30. Has your agency conducted or participated in a needs assessment utilizing providers in communities of color as respondents?

NEVER$_1$ ONCE OR TWICE$_2$ A FEW TIMES$_3$ A NUMBER OF TIMES$_4$

31. Has your agency conducted or participated in a needs assessment utilizing consumers or family members as respondents?

NEVER$_1$ ONCE OR TWICE$_2$ A FEW TIMES$_3$ A NUMBER OF TIMES$_4$

32. Does your agency have linkages with advocates for communities of color who can provide reliable information regarding community opinions about diverse and important issues?

NONE$_1$ A FEW$_2$ SOME$_3$ MANY$_4$

33. Does your agency conduct open house-type events to which you invite providers, consumers, and others concerned with service delivery to communities of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

34. Does staff utilize cultural consultants who can help them work more effectively within a cultural context?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

35. Does your agency utilize interpreters to work with non-English speaking persons?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

36. Does your agency subscribe to publications (local or national) in order to stay abreast of the latest information about populations of color?

NONE$_1$ A FEW$_2$ SOME$_3$ MANY$_4$

37. Does staff have access to culturally-related materials (books, video, etc.)?

NONE$_1$ A FEW$_2$ SOME$_3$ MANY$_4$

38. Do you maintain a personal library with cultural resources?

NONE$_1$ A FEW$_2$ SOME$_3$ MANY$_4$

39. Does agency staff regularly attend cross-cultural workshops?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

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40. Are agency staff encouraged to take ethnic studies courses?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

41. Do agency workspaces contain cultural artifacts?

NONE$_1$ A FEW$_2$ SOME$_3$ MANY$_4$

STAFFING

42. Are there people of color on the staff of your agency?

NONE$_1$ A FEW$_2$ SOME$_3$ MANY$_4$

43. Are there people of color represented in . . .

	NONE	A FEW	SOME	MANY
▸ administrative positions?	1	2	3	4
▸ direct service positions?	1	2	3	4
▸ administrative support positions?	1	2	3	4
▸ operational support positions?	1	2	3	4
▸ board positions?	1	2	3	4
▸ agency consultants?	1	2	3	4
▸ case/consultants	1	2	3	4
▸ (sub)contractors?	1	2	3	4

44. Does your agency . . .

	NEVER	SELDOM	SOMETIMES	REGULARLY
▸ hire natural helpers or other non-credentialed people of color as para-professionals?	1	2	3	4
▸ hire practicum students or interns of color?	1	2	3	4
▸ out-station staff in communities of color?	1	2	3	4
▸ hire bilingual staff?	1	2	3	4

45. Does your agency prepare new staff to work with people of color?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

46. Does your agency provide training that helps staff work with people of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

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47. Does your agency emphasize active recruitment of people of color?

NONE$_1$ A LITTLE$_2$ SOME$_3$ A LOT$_4$

48. How well has your agency been able to retain people of color on staff?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

49. Does your agency staff routinely discuss barriers to working across cultures?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

50. Does agency staff routinely discuss their feelings about working with consumers or coworkers of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

51. Does agency staff routinely share agency or practice-based "success stories" involving people of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

52. Does your agency direct students of color towards careers in human service or related occupations?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

53. Does your agency convene activities that promote learning new languages relevant to the communities of color that the agency serves?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

ORGANIZATIONAL POLICY AND PROCEDURES

54. As a matter of formal policy, does your agency . . .

	NO POLICY	CONSIDERING POLICY	CURRENTLY WRITING FORMAL POLICY	POLICY IN PLACE
▸ use culture-specific assessment instruments for diagnosis?	1	2	3	4
▸ use culture-specific treatment approaches?	1	2	3	4
▸ envision community empowerment as a treatment goal?	1	2	3	4

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	No Policy	Considering Policy	Currently writing formal Policy	Policy in place
▸ review case practice on a regular basis to determine relevancy to communities of color?	1	2	3	4
▸ provide or facilitate child care?	1	2	3	4
▸ provide or facilitate transportation (e.g., bus tickets, ride-sharing)?	1	2	3	4
▸ allow access after regular business hours (e.g., through message-beeper, agreements with crisis-providers, etc.)?	1	2	3	4
▸ specifically consider culture in service plans?	1	2	3	4
▸ conduct outreach to community-based organizations, social service agencies, natural helpers, or extended families?	1	2	3	4
▸ take referrals from non-traditional sources?	1	2	3	4
▸ translate agency materials into languages that reflect the linguistic diversity in your service area?	1	2	3	4
▸ solicit input from groups of color with respect to physical plant location and interior design?	1	2	3	4
▸ advocate for a better quality of life for persons of color in addition to providing services?	1	2	3	4

55. In general, how well are policies communicated to agency staff?

Not at all$_1$ Barely$_2$ Fairly Well$_3$ Very Well$_4$

56. Is information on the ethnicity or culture of clients specifically recorded in your organization's management information system?

Not at all$_1$ Barely$_2$ Fairly Well$_3$ Very Well$_4$

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REACHING OUT TO COMMUNITIES

57. How well do you assure that communities of color are aware of your program and the services and resources you offer?

NOT AT ALL$_1$ BARELY$_2$ FAIRLY WELL$_3$ VERY WELL$_4$

58. Does your organization or agency reach out to . . .

	NEVER	SELDOM	SOMETIMES	REGULARLY
▸ churches and other places of worship, clergy persons, ministerial alliances, or indigenous religious leaders in communities of color?	1	2	3	4
▸ medicine people, health clinics, chiropractors, naturopaths, herbalists or midwives that provide services in or to members of communities of color?	1	2	3	4
▸ publishers, broadcast or other media sources within communities of color?	1	2	3	4
▸ formal entities that provide services?	1	2	3	4
▸ cultural, racial, or tribal organizations where people of color are likely to voice complaints or issues?	1	2	3	4
▸ business alliances or organizations in communities of color?	1	2	3	4

59. Are people of color depicted on agency brochures or other print media?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

60. Does your agency participate in cultural, political, religious, or other events or festivals sponsored by communities of color?

NOT AT ALL$_1$ SELDOM$_2$ SOMETIMES$_3$ OFTEN$_4$

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APPENDIX C

41

APPENDIX C

CULTURAL COMPETENCE SELF-ASSESSMENT SCALE
DEMOGRAPHIC INFORMATION

Now we would like to ask you questions about yourself. These are for research purposes only and will not be used to identify you.

A. The following personal identification code allows you to keep your responses anonymous but allows the surveys to be matched in the future.

> Personal identification code:
> First three letters of your mother's maiden name:
> — — —
> Last four digits of your best friend's phone number:
> — — — —

Please circle the appropriate number or fill in where requested.

B. Sex: 1. Female 2. Male

C. Race:
1. Asian/Pacific Islander
2. Black/African American
3. Hispanic- or Latino-American
4. Native American / American Indian
5. Caucasian
6. Other *(please specify)* _____

D. Age: _____ Years

E. Marital Status:
1. Married or marriage-like living arrangement
2. Single
3. Divorced
4. Separated
5. Widowed

F. Highest level of education:
1. Some high school or less
2. High school diploma or GED
3. Business or trade school
4. Some college
5. College degree
6. Some graduate school
7. Graduate degree

G. Professional Affiliation:

1. Social Worker	6. Accounting
2. Psychiatrist	7. Teacher
3. Psychologist	8. Physician
4. Nurse	9. Lawyer
5. Business	10. Case Manager

11. Other *(please specify)* _____

H. Position and Experience:

Position: _____

Years with agency: _____

Years experience in administration: _____

Years experience in direct service: _____

I. To what extent are you involved with the analysis or formation of agency policy?

1. Very much	2. Sometimes
3. Very rarely	4. Not at all

J. How many cultural awareness/competence workshops or conferences have you attended since 1975?

1. None
2. 1 to 3
3. 4 to 6
4. 7 to 9
5. 10 or more

PLEASE CONTINUE ☛

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K. Rank in order of most to least the groups of color:

a. with whom you serve most

_____

_____

_____

_____

b. of which you feel most knowledgeable

_____

_____

_____

_____

c. with whom you have most social contact

_____

_____

_____

_____

L. Which of the following experiences apply to you? Check all that apply.

___ personal military experience
if so, for how long? ___ years

___ parents who were career military

___ Peace Corps

___ Vista

___ lived in a foreign country
if so, for how long? ___ years
where? _____

___ active religious affiliation
if so, please list: _____

M. List any foreign languages that you currently speak.

_____

_____

_____

APPENDIX D

APPENDIX D

SUBSCALE ANALYSES

Knowledge of Communities: This subscale concerns awareness of the respective cultural groups, how they differ from the dominant culture, how they differ internally, and how they differ from non-mainstream cultural groups. Therefore, cultural beliefs, vulnerabilities, strengths, demographics, and contextual realities are of central focus. In particular, it is important for professionals and systems to understand issues and factors which can preclude or support specific clinical or programmatic efforts respectively.

SCALE: Knowledge of Communities	SPV* MEAN	ADV* MEAN
Ability to describe communities of color in area	1**	1
Ability to describe within-group differences	2a	2a
Ability to list cultural strengths	3	3
Ability to list social problems	4	4
Knowledge of risk factors by group a. unemployment rates b. geographic locations c. income differential attainment d. educational attainment e. birth/death rates f. crime rates g. homicide rates h. owner occupancy rates	5	5
Knowledge of group resources a. social historians b. informal supports and natural helpers c. formal service systems utilized d. formal leaders e. informal leaders f. business alliances g. advocacy groups or organizations h. clergy or spiritualists	6	6
Knowledge of prevailing beliefs, customs, norms, of respective groups	7	7
Knowledge of unmet social service needs by groups	8	8
Services that can be addressed by natural helping networks	9	9

* Service Provider Version
* Administration Version
** Number corresponds to question number on survey [47]

Knowledge of conflicts within and between communities of color	10	10
Knowledge of greeting protocol within communities of color	11	11
Knowledge of cultural-specific definitions of mental health/illness	12	12
Knowledge of conceptual distinction between terms "immigrant" and "refugee"	13	13
Knowledge of languages used by groups of color	14	14
Ability to describe common needs of people of ***all*** colors	15	15
SUBSCALE MEANS (KNOWLEDGE)		

Personal Involvement: This subscale concerns the degree to which professionals and agencies demonstrate reciprocity to a given ethnic community or community of color. Much of the cross-cultural literature considers personal involvement as one of the highly effective methods of both learning about and showing respect to diverse communities.

SCALE: Personal Involvement	SPV MEAN	ADV MEAN
Attend cultural/racial holidays and rituals	16	16
Interact socially with people of color in area	17	17
Attend school-based meetings	18	18
Attend community forums in communities of color	19	19
Patronize businesses owned by people of color	20	20
Pursue recreational or leisure activities within communities of color	21	21
Feel safe in communities of color	22	22
Attend interagency coordination meetings	23	23
Attend community- or culturally-based advocacy meetings in communities of color	24	24
SUBSCALE MEAN TOTALS (INVOLVE)		

Resources and Linkages: This subscale is an indication of the system's ability to effectively utilize both formal and informal networks of support within a given cultural community to develop a comprehensive system of care. Such linkages with the various resources are often vital outlets for personnel recruitment, community education, and for obtaining demographic, theoretical, or philosophical perspectives of a given cultural community. Moreover, with the shrinking of formal service systems over recent years, natural networks are often necessary to provide a more individualized array of services to more completely meet the needs of a given client or family.

SCALE: Resources and Linkages	SPV MEAN	ADV MEAN
Work collaboratively with programs that provide: a. employment training b. educational opportunity c. housing d. alcohol/substance abuse treatment e. maternal and child health services f. public health services g. juvenile justice services h. recreational services i. child welfare services j. youth development services	25	25
Linkages with higher education	26	26
Linkages with civil rights, human rights or advocacy groups	27	27
Links with census, planner, etc. for accurate information regarding people of color	28	28
Publish or assist in publishing information on cultural groups/issues	29	29
Needs assessments using providers	30	30
Needs assessments using consumers/family member of color	31	31
Key cultural contacts or advocates for communities of color	32	32
Conduct open house-type events	33	33
Consult with individuals about specific cultural groups of color	34	34
Utilize interpreters to work with linguistically-diverse persons of color	35	35
Subscribe to publications for information of communities of color	36	36
Staff access to culturally-related materials (books, videos, etc.)	37	37

Maintain personal library with cultural references	38	38
Attend cross-cultural workshop	39	39
Take ethnic studies course	40	40
Workspace or office contain cultural artifacts	41	41
SUBSCALE MEAN TOTAL (RESOURCES)		

Staffing: This subscale addresses the recruitment and retention of diverse staff, preparation of new staff, training activities convened by the agency, and the various activities generally sanctioned by the agency to keep staff abreast of cultural issues.

SCALE: Staffing	SPV MEAN	ADV MEAN
People of color on staff	42	42
Are there people of color represented in: a. administrative positions b. direct service positions c. administrative support positions d. operational support positions e. board positions f. agency consultants g. (sub) contractors	43	43
Does your agency: a. hire natural helpers b. utilize practicum or intern students of color c. station staff in ethnic enclaves d. hire bilingual staff	44	44
Prepare new staff for culturally-diverse clients/communities	45	45
Cultural training of people of color	46	46
Active recruiting of people of color	47	47
Retain people of color on staff	48	48
Routinely discuss barriers to services faced by people of color	49	49
Routinely discuss cross-cultural comfort and discomfort	50	50
Routinely share cross-cultural success stories	51	51

Direct students of color toward social service careers	52	52
Promote the learning of new languages	53	53
SUBSCALE MEAN TOTALS (STAFFING)		

Service Delivery and Practice: This subscale is used primarily to evaluate the activities of service providers. It lists a number of suggested activities that exemplify one or several aspects of the cultural competence model. The list is not exhaustive.

SUBSCALE: Service Delivery and Practice (Service Provider Only)	SPV MEAN
Know problems with mainstream diagnostic approaches	54
Discuss cultural issues with consumers	55
Share information on your personal or professional background	56
Share personal feelings with consumers	57
Assess level of assimilation/acculturation	58
Use of cultural strengths and culturally-based resources in service planning	59
Use cultural references, historical accomplishments, or other cultural manifestations to empower clients of color	60
Use culturally-normed evaluation or treatment approaches	61
Treatment plans contain a cultural perspective	62
Advocate for improved quality of life for communities of color	63
Familiar with moderator variables	64
Use ethnographic interviewing techniques	65
Use self-disclosure in treatment process	66
Encouraging the involvement of family members in treatment process	67
Set appointments outside of office setting	68
Consider clergy and spiritual resources in treatment or service plan	69
Require promptness in appointments or clients may not be seen	70
Use culturally appropriate consumer satisfaction measures to evaluate service delivery	71

Facilitate or arrange transportation, child care, or other supports for clients' appointments	72
SUBSCALE MEAN TOTALS (SERVICE & DELIVERY)	

Organizational Policies and Procedures: This subscale concerns the various practices and procedures which reflect culturally competent principles but have yet to be mandated by policy. These culturally progressive efforts are often a result of a given leadership style, staff personalities, or even fads which can change or erode over time. Therefore one important aspect of policy is to uphold good clinical and administrative practices.

SCALE: Organizational Policies & Procedures	SPV MEAN	ADV MEAN
a. use of culturally-normed assessment procedures b. use of culture-specific treatment approaches c. community empowerment as treatment goal d. routine review of practice to ensure culturally appropriate service delivery e. provide or facilitate child care f. provide or facilitate transportation g. access after regular business hours (e.g. beeper, crisis arrangements, etc.). h. culture a component of all treatment plans i. outreach to community-based organizations, social services agencies, and natural helpers j. referrals from non-traditional sources k. agency materials translated into appropriate languages l. community input into interior decor m. advocate for a better quality of life for communities and people of color	73	54
Policies well disseminated and understood	74	55
Ethnicity Recorded in MIS	75	56
SUBSCALE MEAN TOTALS (POLICIES)		

Reaching Out to Communities: This subscale is suggestive of outreach efforts and venues that may prove helpful to clients and communities of color. This section emphasizes connections with individuals, agencies, and structures that work informally on behalf of children and families within a given cultural context. When appropriately engaged, culturally-sanctioned helpers, leaders, supports, and ultimately networks can comprise highly effective systems of care at either the case or class levels.

SCALE: Reaching out to Communities	SPV MEAN	ADV MEAN
Ensure community awareness of program	76	57
a. outreach to places of worship b. outreach to natural healers c. outreach to media resources in communities of color d. outreach to formal service provider networks e. outreach to tribal or cultural organizations f. outreach to indigenous merchants or business people	77	58
People of color on agency brochures	78	59
Participate in cultural, political or religious events sponsored by communities of color	79	60
SUBSCALE MEAN TOTALS (OUTREACH)		

CULTURAL COMPETENCE SELF-ASSESSMENT QUESTIONNAIRE
A Manual for Users

EVALUATION FORM

1. Who used the manual? (Check all that apply)
   - ❑ Parent ❑ Educator ❑ Child Welfare Worker
   - ❑ Juvenile Justice Worker ❑ Mental Health Professional
   - ❑ Other (Please specify) _____

2. Please describe the purpose(s) for which you used the manual.

   _____

   _____

3. Would you recommend use of the manual to others? (Check one)
   - ❑ Definitely ❑ Maybe ❑ Conditionally ❑ Under No Circumstances

   Comments: _____

4. Overall, I thought the manual was: (Check one)
   - ❑ Excellent ❑ Average ❑ Poor

   Comments: _____

5. Please offer suggestions for the improvement of subsequent editions of this manual.

   _____

   _____

   _____

   _____

We appreciate your comments and suggestions. Your feeback will assist us in our effort to provide relevant and helpful materials. Thank you.

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